

# New York State School Report Card Comprehensive Information Report

BEDS Code: 62-06-00-01-0022

Grade Range : 9-12

Name: Kingston High School

Principal: Marie Anderson

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	596	651	773
Tenth	609	602	577
Eleventh	658	578	530
Twelfth	468	556	505
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2331	2387	2385

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	61	2.6%	60	2.5%	66	2.8%
Black (Not Hispanic)	282	12.1%	322	13.5%	318	13.3%
Hispanic	70	3.0%	86	3.6%	100	4.2%
White (Not Hispanic)	1918	82.3%	1919	80.4%	1901	79.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	25	24
Mathematics Grade 10	26	27	25
Science Grade 10	23	23	21
Social Studies Grade 10	26	25	24

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
43	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	27	1.2%	31	1.3%	36	1.5%
Eligible for Free Lunch	418	17.9%	377	15.8%	360	15.1%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.4%		92.7%		92.0%
Student Suspensions	199	9.5%	203	8.7%	276	11.6%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.9%	7.5%	6.2%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	91%	96%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	154
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	16
Teachers with Temporary Licenses	1

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	387	248	64%	437	310	71%	411	271	66%
Students with Disabilities	23	11	48%	48	22	46%	30	4	13%
All Students	410	259	63%	485	332	68%	441	275	62%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	156	221	0	17	45	2
Percent	35%	50%	0%	4%	10%	0%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
30	4	11	41

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			94		74	
	Entered GED Program*			62		61	
	Total Noncompleters			156		135	
Students with Disabilities	Dropped Out			24		21	
	Entered GED Program*			11		15	
	Total Noncompleters			35		36	
All Students	Dropped Out	119	5.1%	118	4.9%	95	4.0%
	Entered GED Program*	0	0.0%	73	3.1%	76	3.2%
	Total Noncompleters	119	5.1%	191	8.0%	171	7.2%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		30	0
	Number of Students with Disabilities		145	30
	Number of All Students		175	30
	Percent of Enrollment		7%	1%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	9	100%	0	0%	140	92%
German	0	0%	0	0%	51	98%
Italian	4	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	83	95%	0	0%	503	74%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	7	43%
German	0	0%	0	0%	2	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	40%	0	0%	20	45%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	34	79%	17	100%
Science	0	0%	41	85%	6	83%
Reading	0	0%	21	67%	0	0%
Writing	0	0%	4	#	4	#
Global Studies	0	0%	6	67%	5	60%
U.S. Hist & Gov't	1	#	10	80%	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	35	74%	138	73%	56	70%
Science	48	48%	96	69%	34	47%
Reading	3	#	118	74%	43	42%
Writing	10	50%	75	49%	49	45%
Global Studies	20	50%	31	39%	35	69%
U.S. Hist & Gov't	15	60%	33	70%	18	72%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	602	487	524	44	36	34
Number Scoring 55–100	530	433	464	40	14	14
Number Scoring 65–100	509	354	399	38	4	8
Number Scoring 85–100	202	139	114	10	0	1
Percentage of Tested Scoring 55–100	88%	89%	89%	91%	39%	41%
Percentage of Tested Scoring 65–100	85%	73%	76%	86%	11%	24%
Percentage of Tested Scoring 85–100	34%	29%	22%	23%	0%	3%
<b>Mathematics A</b>						
Number Tested	59	619	680	0	39	34
Number Scoring 55–100	48	389	489	0	9	12
Number Scoring 65–100	33	329	385	0	6	9
Number Scoring 85–100	6	107	43	0	3	0
Percentage of Tested Scoring 55–100	81%	63%	72%	0%	23%	35%
Percentage of Tested Scoring 65–100	56%	53%	57%	0%	15%	26%
Percentage of Tested Scoring 85–100	10%	17%	6%	0%	8%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	608	391	562	72	35	50
Number Scoring 55–100	518	357	436	46	24	27
Number Scoring 65–100	462	307	369	35	18	17
Number Scoring 85–100	146	75	112	4	3	1
Percentage of Tested Scoring 55–100	85%	91%	78%	64%	69%	54%
Percentage of Tested Scoring 65–100	76%	79%	66%	49%	51%	34%
Percentage of Tested Scoring 85–100	24%	19%	20%	6%	9%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	582	521	560	47	28	39
Number Scoring 55–100	464	476	508	30	15	22
Number Scoring 65–100	410	399	458	23	9	17
Number Scoring 85–100	186	109	182	3	1	2
Percentage of Tested Scoring 55–100	80%	91%	91%	64%	54%	56%
Percentage of Tested Scoring 65–100	70%	77%	82%	49%	32%	44%
Percentage of Tested Scoring 85–100	32%	21%	33%	6%	4%	5%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	502	418	535	28	33	42
Number Scoring 55–100	466	414	492	26	32	26
Number Scoring 65–100	453	401	467	23	21	18
Number Scoring 85–100	151	147	159	5	2	1
Percentage of Tested Scoring 55–100	93%	99%	92%	93%	97%	62%
Percentage of Tested Scoring 65–100	90%	96%	87%	82%	64%	43%
Percentage of Tested Scoring 85–100	30%	35%	30%	18%	6%	2%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	371	332	549	37	13	13
Number Scoring 55–100	310	316	516	31	10	10
Number Scoring 65–100	262	290	485	26	10	9
Number Scoring 85–100	66	64	219	7	0	3
Percentage of Tested Scoring 55–100	84%	95%	94%	84%	77%	77%
Percentage of Tested Scoring 65–100	71%	87%	88%	70%	77%	69%
Percentage of Tested Scoring 85–100	18%	19%	40%	19%	0%	23%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		273	253		1	5
Number Scoring 55–100		269	241		#	5
Number Scoring 65–100		226	196		#	4
Number Scoring 85–100		48	33		#	0
Percentage of Tested Scoring 55–100		99%	95%		#	100%
Percentage of Tested Scoring 65–100		83%	77%		#	80%
Percentage of Tested Scoring 85–100		18%	13%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	75	88	77	0	0	0
Number Scoring 55–100	74	88	77	0	0	0
Number Scoring 65–100	74	84	77	0	0	0
Number Scoring 85–100	27	38	47	0	0	0
Percentage of Tested Scoring 55–100	99%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	99%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	43%	61%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	5	0	0	0	0	0
Number Scoring 55–100	5	0	0	0	0	0
Number Scoring 65–100	5	0	0	0	0	0
Number Scoring 85–100	4	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	32	30	27	0	0	1
Number Scoring 55–100	31	30	23	0	0	#
Number Scoring 65–100	30	29	21	0	0	#
Number Scoring 85–100	16	7	10	0	0	#
Percentage of Tested Scoring 55–100	97%	100%	85%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	97%	78%	0%	0%	#
Percentage of Tested Scoring 85–100	50%	23%	37%	0%	0%	#
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	252	197	192	1	2	1
Number Scoring 55–100	241	191	183	#	#	#
Number Scoring 65–100	236	188	175	#	#	#
Number Scoring 85–100	119	107	72	#	#	#
Percentage of Tested Scoring 55–100	96%	97%	95%	#	#	#
Percentage of Tested Scoring 65–100	94%	95%	91%	#	#	#
Percentage of Tested Scoring 85–100	47%	54%	38%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	481	0	0	0	0	0
Number Scoring 55–100	348	0	0	0	0	0
Number Scoring 65–100	279	0	0	0	0	0
Number Scoring 85–100	109	0	0	0	0	0
Percentage of Tested Scoring 55–100	72%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	58%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	23%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	262	0	229	0	0	2
Number Scoring 55–100	204	0	162	0	0	#
Number Scoring 65–100	178	0	129	0	0	#
Number Scoring 85–100	84	0	25	0	0	#
Percentage of Tested Scoring 55–100	78%	0%	71%	0%	0%	#
Percentage of Tested Scoring 65–100	68%	0%	56%	0%	0%	#
Percentage of Tested Scoring 85–100	32%	0%	11%	0%	0%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	67	97%	0	0%	2	#
Students with Disabilities	8	75%	0	0%	7	43%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	2	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	458	458	458	55	55	55	513	513	513
Number Scoring 55–64	24	63	7	13	7	7	37	70	14
Number Scoring 65–84	276	254	244	10	10	14	286	264	258
Number Scoring 85–100	125	100	163	2	1	1	127	101	164
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)